NC Connections Academy
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 28-JAN-16
LEA Superintendent's Name: Nathan Currie
LEA AIG Contact Name: Temple Crutchfield
Submitted to NC Department of Public Instruction on: MARCH   15, 2016, 14:04:51

NC Connections Academy has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, NC Connections Academy local AIG plan is as follows:

NC Connections Academy Vision for local AIG program: The North Carolina Connections Academy (NCCA) Academically or Intellectually Gifted (AIG) program provides students with a differentiated virtual learning experience that, in recognition of the gifted child's needs, challenges the student, provides expanded learning opportunities and supports the student's affective needs.

PROGRAMMING OVERVIEW

The NCCA AIG program operates on the premise that gifted students are a diverse subsection of the general student body, thereby requiring additional educational opportunities that are customized to their personal needs. Teachers, parents, and staff work collaboratively to adapt AIG programming to the needs of gifted students and to ensure they are aligned with Article 9B and the North Carolina Academically or Intellectually Gifted Program Standards.

Central to the differentiation of instruction for NCCA gifted students is the Differentiated Education Plan (DEP). The individualized placement process, in conjunction with the DEP, ensures students are provided the differentiated instruction, customized lessons, enrichment activities, and schedules that are needed to provide the optimal learning environment for gifted students.

The Gifted and Talented program offers gifted courses in Math, Science and Language Arts. Each

course is structured to challenge students and to ensure they operate at the intersection of ability and challenge. Most of these courses allow families to create their own schedules and to work through the curriculum at an individualized pace.

Outside of the classroom, the Gifted and Talented program seeks to connect students to opportunities that complement their coursework. These opportunities include, but are not limited to, Talent Networks and Clubs and Activities.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
$0.00	$0.00	$0.00	$0.00

Table of Contents

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response:

Rationale:

The AIG program is founded upon an identification process that is clear, comprehensive, and equitable. This process is dependent upon clear communication of programming requirements and procedures to all stakeholders. As such, screening, referral, and identification processes are articulated and disseminated through multiple means.

Goals:

NCCA will provide all stakeholders with reliable information concerning the screening, referral, and identification of potential AIG students. This information will be clearly articulated and provided in a timely manner.

Description:

NCCA screening and identification procedures are communicated to caretakers through the NCCA website, through enrollment documentation, and through information contained in the Student Information Form. During the placement process, caretakers are informed of their student's standing through responsive communication with their placement advisor and/or other school personnel. Staff are able to access screening and identification procedure documentation through resources hosted virtually on Connexus, NCCA's learning management system.

Planned Sources of Evidence:

- NCCA school website
- Enrollment documentation
- Student Information Form
- Connexus

Ides for Strengthening:

Communication of screening, referral, and identification processes will continue to be improved through review and implementation of parent/caretaker feedback.

Other Comments:

Practice B
States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response:
Rationale:

In order for NCCA to fulfill its mission of inclusive programming, AIG student identification must include multiple approaches. As such, NCCA will continue to employ an inclusive framework for AIG student identification and continue to refine and improve upon a multiple gateway approach to AIG services.

Goals:

To implement and refine a multiple criteria approach to AIG student identification.

Description:

Screening:

Screening involves a multi-level approach to identifying students who exhibit exceptional performance or potential. Indicators such as parent recommendation, exceptional test scores, classroom performance, and teacher recommendations are used to nominate students to the School Based Committee for Gifted Education (SBCGE) for evaluation and further consideration of gifted services.

Screening for K-2:

At least one of the following is used for screening:
• Recommendation by caretaker or teacher
• Anecdotal notes that indicate exceptional performance or potential
• School and district administered assessments
• Classroom performance and student portfolios
• Nationally normed aptitude and achievement data

Screening for Grade 3:

At least one of the following is used for screening:
• Nomination by caretaker or teacher
• District administered quarterly benchmark assessments in reading and math

• Classroom performance and student portfolios
• Connections Education proprietary placement test results
• Nationally normed aptitude and achievement data
• Cognitive Abilities Test (CogAT)
• LEAP testing results

Screening for Grade 4-12:

At least one of the following is used for screening:
• Nomination by caretaker or teacher
• District administered quarterly benchmark assessments in reading and math
• Prior years' EOG and/or EOC data, if available
• Nationally normed aptitude and achievement data
• Classroom performance and student portfolios
• Connections Education proprietary placement test results
• Cognitive Abilities Test (CogAT)
• LEAP and Scantron testing results

Nominations

Nominations are an essential part of the screening process and may be completed at any point of the year. However, students are evaluated and tested for giftedness during predesignated testing and evaluation windows.

Nominations may be submitted to either the AIG coordinator and/or administrative staff member. Once submitted, the nomination is evaluated by a member of the SBCGE who then collects evidence before the student is considered for formal evaluation.

Nominations K-2:

At least three of the following is used by the SBCGE to nominate for referral:
• Completed nomination by either the caretaker or teacher of the student
• Anecdotal notes
• School and district administered assessments
• Classroom performance and student portfolios that exhibit above grade-level performance

Nominations Grade 3:

At least three of the following is used by the SBCGE to nominate for referral:
• Completed nomination by either the caretaker or teacher of the student
• School and district administered assessments
• Classroom performance and student portfolios that exhibit above grade-level performance
• Nationally normed aptitude and achievement data

• Connections Education proprietary placement test results
• Standardized, comprehensive, grade level, end of year assessments

Nominations Grades 4-5

At least three of the following are used by the SBCGE for referral:
• Completed nomination by either the caretaker or teacher of the student
• School and district administered assessments
• Classroom performance and student portfolios that exhibit above grade-level performance
• Nationally normed aptitude and achievement data
• Connections Education proprietary placement test results
• EOG score of 85% or above

Nominations Grades 6-8

At least three of the following are used by the SBCGE for referral:
• Completed nomination by either the caretaker or teacher of the student
• School and district administered assessments
• Classroom performance and student portfolios that exhibit above grade-level performance
• Nationally normed aptitude and achievement data
• Connections Education proprietary placement test results
• EOG/EOC score of 85% or above
• Patterns of growth or upward trajectories over time based on formal and informal data

Nominations Grades 9-12
• Completed nomination by either the caretaker or teacher of the student
• School and district administered assessments
• Classroom performance and student portfolios that exhibit above grade-level performance
• Nationally normed aptitude and achievement data
• EOG/EOC score of 85% or above
• Patterns of growth or upward trajectories over time based on formal and informal data

Referral for Grades K-12

The SBCGE will review all nominations and determine whether further evaluation is appropriate on the basis of the available information. If additional testing is required, the caretaker must complete and return a Consent for Evaluation form before any testing will be administered.

Identification for Grades K-12

NCCA uses a multiple-criteria approach towards gifted identification. Using both quantitative and qualitative evidence, the SBCGE determines whether gifted services are required. The SBCGE operates under the premise of inclusion, and aims to ensure all students are adequately challenged by their coursework, including those who come from underrepresented populations.

K-2 Identification

A student may be recommended for early identification through the following criteria:
- Aptitude score at or above 98% on approved nationally normed standardized assessments AND/OR
- Achievement score in reading and/or math at or above 98% on approved nationally normed standardized assessments.

3rd Grade Identification

All NCCA third grade students are administered the CogAT during a universal screening. Students who score at or about the 85th percentile on either the Composite or any subtest score are referred to the SBCGE for determination of eligibility. The SBCGE then compiles information and determines placement using the previously described multiple criteria approach.

4th-12th Grade Identification

Students referred to the SBCGE in the 4th-12th grade will be administered the CogAT test and eligibility for gifted services will be determined using a multiple criteria approach.

AIG Transfer Process

Students who are transferring to NCCA and have previously participated in an AIG program are automatically referred to the SBCGE for reevaluation and identification using the previously described guidelines.

Gateways

Gateway #1
- Students scoring >92% on both a qualifying CogAT score and Iowa total reading and/or total math score are eligible for AIG identification in the area(s) in which the scores align.

Gateway #2
- Students scoring >95% on either a qualifying CogAT score or Iowa total reading and/or total math score are eligible for AIG identification in the area(s) in which the scores align.

Gateway #3
- Students scoring >92% on either a qualifying CogAT score or Iowa total reading and/or total math score are eligible for AIG identification in the area(s) in which the scores align with support of portfolio evidence.
Gateway #4
- Students scoring >95% on EOG/EOC score are eligible for AIG identification in the area(s) in which the scores align.

Gifted Allow

Students who do not qualify for AIG identification through gateways 1-4 may receive select services on the basis of demonstrated strengths in select subjects. These services include, but are not limited

to, gifted and talented coursework.

Planned Sources of Evidence:
- Connexus
- Student Logs
- DEPs
- Teacher Logs

Other Comments:

- NCCA will continue to review and revise identification guidelines to ensure the model aligns to the school's goals of inclusiveness and equity.

Other Comments:

Practice C
Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:
Rationale:

Gifted students come from all cultural groups, are found across all economic strata, and in all areas of human endeavor. NCCA recognizes that often, there are barriers to entry for traditionally under-represented populations and that screening, referral, and identification procedures must be responsive and inclusive in order to ensure equitable services.

Goals:

NCCA will implement screening, referral, and identification procedures that are responsive and equitable.

Description:

NCCA, by utilizing both traditional and non-traditional measures in its identification process ensures broad access and consideration for gifted education programing. Group aptitude assessments (CogAT) are administered upon request in order to conduct a broad screening with the intention of identifying students from traditionally underrepresented groups for consideration in gifted programming.

In addition to group aptitude assessments, non-traditional assessments, including individualized assessments, are also considered in the gifted identification process. Examples of tests that may be considered include:

- Reynolds Intellectual Screening Test (RIST)
- Raven Standard Progressive Matrices
- Raven Advanced Progressive Matrices
- Woodcock Johnson III Normative Update, Tests of Achievements (WJIII NU)
- Wechsler Intelligence Scale for Children, Fourth Edition: WISC – IV
- Wechsler Nonverbal Scale of Ability (WNV)
- Stanford-Binet Intelligence Scale, Fourth Edition: SB: IV
- Reynolds Intellectual Assessment Scales (RIAS)
- Universal Nonverbal Intelligence Test (UNIT)
- Woodcock Johnson III Normative Update, Test of Achievement (WJ II NU)
- Kaufman Tests of Educational Achievement, Second Edition (KTEA-II)
- Wechsler Individual Achievement Test—II (WIAT-II)
- IOWA Achievement Test

Planned Sources of Evidence:
- Student profiles on Connexus documenting assessments
- Referral logs
- Teacher logs
- Connexus Gifted Report

Other Comments:

NCCA will continue to evaluate its identification processes for instances of bias and will review and revise lists of accepted aptitude and achievement tests to ensure inclusivity.

Other Comments:

Practice D
Implements screening, referral, and identification processes consistently within the LEA.

District Response:
Rationale:

In order to ensure equitable access to services, NCCA will implement a consistent and uniform approach to gifted screening, referral, and identification.

Goals:

NCCA will implement a consistent and uniform approach to gifted screening, referral, and identification.

Description:

NCCA, by merit of being a unified institution, benefits from a cohesive culture and approach with

regards to gifted education. As such, consistency of implementation will be ensured through continuous monitoring of data made available through Connexus, and potential inconsistencies will be identified and rectified through modifications at the school level.

Planned Sources of Evidence:
- Connexus
- Student logs
- Referral logs
- Teacher logs
- Connexus Gifted Report

Ideas for Strengthening:

NCCA will continue to improve upon its processes through review of available data compiled through Connexus.

Other Comments:

Practice E
Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response:
Rationale:

In order for effective identification and servicing of gifted students, NCCA will ensure all parents/families are provided with documentation that fully explains the identification process and service options for AIG students.

Goals:

NCCA will provide comprehensive documentation regarding identification and gifted services to all parents and families and will review this information annually.

Description:

Identification and service options for AIG students are communicated to parents/families during the enrollment process and during course selection. Through both of these processes, parents/families have access to and are directed to documentation, which describes the identification and service options for AIG students. In addition, parents/families are provided information through school events, communications, and have open access to the school's AIG staff, who are available to answer questions regarding NCCA's gifted identification processes.

Planned Sources of Evidence:
- Connexus

- Course selection tool
- Student Information form
- Enrollment log notes
- Course selection log notes
- Teacher log notes

Other Comments:

NCCA will continue to update its communication materials and methods to coincide with current best practices.

Other Comments:

Ideas for Strengthen the Standard: NCCA will improve communication of screening, referral, and identification processes through review and implementation of parent/caretaker feedback.

NCCA will continue to review and revise identification guidelines to ensure the model aligns to the school's goals of inclusiveness and equity.

NCCA will continue to evaluate its identification processes for instances of bias and will review and revise lists of accepted aptitude and achievement tests to ensure inclusivity.

NCCA will continue to improve upon its processes through review of available data compiled through Connexus.

NCCA will continue to update its communication materials and methods to coincide with current best practices.

Sources of Evidence:
- Connexus
-       Connexus Gifted Report
- Course selection tool
- Student Information form
- Enrollment log notes
- Course selection log notes
- Teacher log notes
- Student logs
- Referral logs
- Student profiles on Connexus (documenting assessments)
- DEPs
- NCCA school website
- Student Information Form

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response:

Rationale:

Academically and intellectually gifted students require unique and customized instruction that is attuned to their existing and emerging needs. NCCA implements a rigorous, differentiated curriculum that features extended learning opportunities, as well as compacted courses that allow for accelerated learning.

Goals:

To implement with fidelity the Connections Education AIG curriculum and to support this implementation through differentiation and modification of instruction to meet the needs of all AIG students.

Description:

The NCCA AIG Program implements at the 3-8 level GT Math, GT Language Arts, GT Science, and GT Literature Study courses. At the high-school level, students are provided Honors and AP courses in various subjects. These courses have been developed with the gifted student in mind and provide ample opportunity for higher order thinking, discussion, and independent learning. These courses, under the direction of highly qualified teachers, are customized to meet the specific needs of each student. Students are assigned courses that align with their abilities as illustrated in their Differentiated Education Plans (DEPs).

Planned Sources of Evidence:
- Differentiated Education Plans (DEPs)
- Student Work Samples (Portfolios)
- Student Management System (Connexus)
    o Course Modules
    o Lesson logs
- Teacher logs
- Student Logs

Ideas of Strengthening:

AIG courses will continue to be developed and revised as part of the established Connections Education curriculum development cycle.

Other Comments:

Practice B

Employs diverse and effective instructional practices according to students☐ identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response:

Rationale:

NCCA utilizes both synchronous and asynchronous instruction to meet the needs of every AIG student. Students are placed in courses that align with their abilities, including placement in specially designed Science, Math, and Language Arts courses that have been developed to meet the unique needs of the gifted student. These courses focus on higher order thinking, the fostering of creative applications of knowledge, and the embracing of the abstract and complex nature of learning. Furthermore, students are provided ample opportunity for specialization in their areas of strength through the flexibility afforded by virtual instruction. For instance, students may take above-level courses in one subject, while simultaneously receiving additional support in a subject in which they struggle. For students who qualify, whole grade acceleration is also available.

Goals:

Through continued implementation of the AIG curriculum, NCCA will improve upon the level of customization afforded to its students.

Description:

The AIG curriculum includes specially designed courses in Math, Science, and Language Arts. The AIG Math track is an accelerated course of study that affords students the opportunity to progress through their mathematical study at an accelerated pace. At the completion of these courses, students are often multiple grade levels ahead of the standard variant.

The AIG Science courses focus on building and developing students' abilities to apply scientific practices towards solving real world problems. By providing additional opportunities for the application of scientific practice, students are encouraged to not only further their understanding of science, but to also apply this knowledge towards analysis of complex and often abstract problems that form the foundation of scientific inquiry.

The AIG Language Arts courses feature above-grade level readings that encourage rigorous discussion and the development of divergent thinking. In addition to the increased rigor, students are also encouraged to develop their rhetorical skills through active participation in synchronous discussion as part of the Literature Study component of the course. AIG Literature Study, developed

through an exclusive partnership with the Great Books Foundation, affords AIG students the opportunity to discuss rigorous literature and to develop and challenge complex ideas.
Students at the high school level have the opportunity to take AP and Honors courses, which continue the tradition of rigorous study and challenge students to apply critical thinking skills to solve complex problems.

Planned Sources of Evidence:
- Student work (portfolios)
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Differentiated Education Plans
- Teacher Logs
- RTI Tiers

Other Comments:

Practice C
Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

District Response:
Rationale:

Giftedness is a unique learning profile that requires the application of research based practices in both curriculum and instruction to ensure the provision of an appropriate education attuned to both the affective and academic needs of the gifted child. NCCA provides just such a curriculum and empowers teachers and staff with strategies and resources for the support of gifted students.

Goals:

To continue to apply research based practice towards the continual improvement of AIG curriculum and to expand the level of resources available to teachers through the Virtual Library.
Description: Teachers are afforded the flexibility to augment and modify instructional materials to meet the needs of each student. In addition to having access to high quality curricular materials, teachers are able to draw resources from a variety of sources, including but not limited to the Virtual Library and course materials.

Planned Sources of Evidence:
- Learning Management System (Connexus)
- Professional Development for AIG Teachers
- Professional Development Recordings and Resources
- Gifted and Talented Virtual Library

Ideas of Strengthening:

NCCA will continue to expand upon the base of supplemental materials that are made available to teachers of AIG students through the continued expansion of the GT/AIG Virtual Library Page.

Other Comments:

Practice D
Fosters the development of 21st century content and skills an advanced level.

District Response:
Rationale:

Gifted students require, in addition to high quality curriculum, ample opportunity to apply skills in real world contexts. Through the provision of real world problems, challenging projects, and assignments that direct students to consider both the objective and subjective aspects of a problem, students are given just such opportunities at NCCA to develop their 21st century skills.

Goals:

To continue to utilize the unique structure of virtual learning to support the development of students' 21st century skills.

Description:

The 21st century is characterized by the infusion of technology into nearly every aspect of society. NCCA has the unique advantage of being a school designed to utilize all of the benefits of this intersection between technology and education through the provision of its unique virtual education experience. Students are not only challenged to think creatively and to apply higher order thinking skills, but are also directed to use this technology towards solving real world problems.

Planned Sources of Evidence:
- Learning Management System (Connexus)
- Student Management System (Connexus)
- Student Work Products (Portfolios)
- LiveLesson Recordings

Other Comments:

Practice E
Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response:
Rationale:

In order to ensure proper instruction, continued use of pre and post assessment is required. NCCA, in recognition of this fact, will implement a curriculum that is founded upon both formative and summative assessment and will use data collected through Connexus to modify instruction to accommodate the needs of every student.

Goals:

NCCA will continue to use data compiled through Connexus to inform instructional decisions and to customize the learning experience to meet the needs of every student.

Description:

Courses provided through the AIG program incorporate both summative and formative assessments as an integral part of the course structure. These assessments not only structure students' learning, but also provide a rich data source that informs instructional decisions. Connexus, NCCA's learning management system, provides ready access to assessment data that teachers then use to differentiate instruction to meet the needs of every student.

Planned Sources of Evidence:
- Student work (portfolios)
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Differentiated Education Plans
- Teacher Logs
- RTI Tiers
- Curriculum Based Measures
- Portfolio Exemplars
- End of Unit Test Results
- GT Lit Study Course
- Benchmark Assessments
- Scantron Assessment Results
- EOG Assessments

Ideas of Strengthening:

Through teacher and student feedback, assessments will continue to be improved and strengthened to better meet the needs of both teachers and students.

Other Comments:

Practice F
Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response:

Rationale:

Gifted students are characterized not only by unique academic needs, but also social and emotional characteristics which require an educational experience attuned to these needs. NCCA, through synchronous interaction with gifted students and a curriculum created with these characteristics in mind, supports the multidimensional aspects of the gifted student.

Goals:

To continue to provide both academic and affective support to gifted students through habitual synchronous contact and successful implementation of AIG curriculum.

Description:

NCCA provides through its virtual environment ample support to students with regards to both social and emotional needs. In particular, students in GT Literature Study are provided the opportunity to participate in weekly synchronous discussions as part of the Junior Great Books program. In these lessons, students explore not only the themes of the stories, but also analyze what it means to be gifted and how to foster a growth mindset.

Students also have continuous contact with staff members, including school counselors, who have been trained on the affective and academic needs of the gifted student. These highly trained teachers and staff are knowledgeable on the needs of the gifted student, and are provided with the necessary resources and channels to ensure these needs are met.

Planned Sources of Evidence:
- Student work (portfolios)
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Differentiated Education Plans
- Teacher Logs
- RTI Tiers

Ideas for Strengthening:

Professional Development opportunities will continue to be expanded to further teacher and staff understanding of the affective needs of the gifted student. Furthermore, NCCA will encourage affective support through Clubs and Activities, enrollment in various electives, Junior Honor Society recognition, and referral to the DUKE TIP program.

Other Comments:

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

District Response:
Rationale:

Giftedness is a characteristic that is found across the spectrum of grades and as such, NCCA extends support to K-3 high-potential students.

Goals:

Through thoughtful implementation of curriculum, differentiation of instruction, and early identification, teachers and staff will provide K-3 students with the supports necessary for the realization of their exceptional potentials.

Description:

NCCA implements, starting at grade 3, its specially designed gifted curriculum. For students in younger grades, teachers differentiate instruction to meet their emerging needs in the general education environment. Furthermore, teachers and staff are provided information with regards to gifted identification and are equipped with the tools necessary to direct and facilitate the identification process.

Planned Sources of Evidence:
- Student work (portfolios)
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Differentiated Education Plans
- Teacher Logs
- RTI Tiers

Ideas for Strengthening:

Teachers and staff will continue to implement differentiation strategies in order to ensure gifted services extend to students in K-3, along with an effort to extend the number of teachers in possession of AIG certification at these grade levels.

Other Comments:

Practice H
Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response:

Rationale:

In order to provide gifted students with a complete educational experience, collaboration is required amongst all stakeholders. As such, NCCA implements organizational structures that facilitate the sharing of resources and collaboration.

Goals:

NCCA will continue to foster collaboration amongst all stakeholders in its gifted education program.

Description:

NCCA utilizes the Connexus learning management platform. Through this platform, teachers and staff are provided avenues and opportunities for collaboration and sharing of resources, including, but not limited to, the Virtual Library. In addition to this structure, teachers and staff are also provided professional development opportunities specifically designed to inform on the needs of the gifted student. Through these opportunities, teachers and staff interact, share ideas, and develop plans on how to better meet the needs of high potential and gifted students.

Planned Sources of Evidence:
- Student work (portfolios)
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Differentiated Education Plans
- Teacher Logs
- RTI Tiers
- Gifted Education Professional Development Plan
- AIG Enrichment Vertical Teaming Professional Development

Ideas for Strengthening:

Through continued use and familiarity with Connexus and the systems used at NCCA, teachers and staff will improve upon current levels of collaboration.

Other Comments:

Practice I
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response:
Rationale:

In order to provide gifted students with the highest level of service, all stakeholders must be vested in a clearly articulated plan of action. At NCCA, the Differentiated Education Plan (DEP) serves as this document.

Goals:

All gifted students will be provided a Differentiated Education Plan (DEP) that provides a comprehensive summary of the differentiated curriculum and instructional services that will be provided in order to meet the identified needs of the student.

Description:

In order to ensure that each student is provided with the services they require, NCCA utilizes and develops DEPs that summarize a gifted student's particular needs and the services that are being provided. Teachers and staff working with the student are provided access to the DEP and are instructed on its proper implementation. Furthermore, this plan is provided to parents/families to ensure effective programing, and is reviewed on an annual basis in order to guarantee a continuum of services.

Planned Sources of Evidence:
- Student work (portfolios)
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Differentiated Education Plans
- Teacher Logs
- RTI Tiers

Ideas for Strengthening:

Teachers and staff will continue to receive instruction and guidance on faithful implementation of DEPs.

Other Comments:

Ideas for Strengthen the Standard: AIG courses will continue to be developed and revised as part of the established Connections Education curriculum development cycle.

NCCA will continue to expand upon the base of supplemental materials that are made available to teachers of AIG students through the continued expansion of the GT/AIG Virtual Library Page.

Professional Development opportunities will continue to be expanded to further teacher and staff understanding of the affective needs of the gifted student.

Teachers and staff will continue to implement differentiation strategies in order to ensure gifted services extend to students in K-3, along with an effort to extend the number of teachers in possession of AIG certification at these grade levels.

Through continued use and familiarity with Connexus and the systems used at NCCA, teachers and staff will improve upon current levels of collaboration.

Sources of Evidence: - Differentiated Education Plans (DEPs)
- Student Work Samples (Portfolios)
- Student Management System (Connexus)
o Course Modules
o Lesson logs
- Student Logs
- Professional Development Recordings and Resources
- Gifted and Talented Virtual Library
- Student work (portfolios)
- Differentiated Education Plans
- Curriculum Based Measures
- End of Unit Test Results
- Benchmark Assessments
- Scantron Assessment Results
- EOG Assessments
- Student Management System (Connexus)
- Learning Management System (Connexus)
- Teacher Logs
- Gifted Education Professional Development Plan
- AIG Enrichment Vertical Teaming Professional Development

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A
Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response:
Rationale:

In order to ensure proper program implementation, NCCA's AIG program is led by a highly qualified, AIG-licensed Gifted Lead.

Goals:

NCCA will continue to support and empower the NCCA Gifted Lead in program implementation and development.

Description:

NCCA's Gifted Lead is an individual who possesses an AIG-license and is empowered to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. NCCA's Gifted Lead is supported through professional development opportunities and through access to resources hosted on the Connexus Virtual Library. The Gifted Lead also has the opportunity to collaborate with national staff in the development of strategies for meeting the needs of all gifted students.

Planned Sources of Evidence:
- NCCA Professional Development Plan
- Connexus
- HR Documentation

Other Comments:

NCCA will extend financial support to select staff to pursue GT coursework for AIG certification and licensure.

Other Comments:

Practice B
Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic,

intellectual, social, and emotional needs of gifted learners.

District Response:
Rationale:

In order to ensure proper program implementation, NCCA's AIG program is led by a highly qualified, AIG-licensed Gifted Lead.

Goals:

NCCA will continue to support and empower the NCCA Gifted Lead in program implementation and development.

Description:

NCCA's Gifted Lead is an individual who possesses an AIG-license and is empowered to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. NCCA's Gifted Lead is supported through professional development opportunities and through access to resources hosted on the Connexus Virtual Library. The Gifted Lead also has the opportunity to collaborate with national staff in the development of strategies for meeting the needs of all gifted students.

Planned Sources of Evidence:
- NCCA Professional Development Plan
- Connexus
- HR Documentation

Other Comments:

NCCA will extend financial support to select staff to pursue GT coursework for AIG certification and licensure.

Other Comments:

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response:
Rationale:

In order to ensure universal awareness of best practices in the field of gifted education, staff at NCCA has access to high-quality gifted education professional development opportunities.

Goals:

NCCA will provide all staff with relevant and timely professional development on the needs of the gifted student and best practices for implementing gifted education strategies in the virtual environment.

Description:

NCCA offers two gifted education professional development tracks: Introduction to Gifted Education and Topics in Gifted Education.

Introduction to Gifted Education covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, attendees work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This course is highly recommended to all staff members who have had limited experience with GT programing, have not attained formal gifted certification, or are in need of a review of the fundamentals of gifted education.

Topics in Gifted Education builds upon the Introduction to Gifted Education PD series through the in-depth study of key topics in gifted education. Through focused sessions, this course examines several areas of contention in the field of gifted education while simultaneously presenting concrete strategies to be employed in the classroom. This course is recommended to those who are already familiar with gifted education or for those who wish to attend both the Introduction to Gifted Education and Topics in Gifted Education courses concurrently.

For staff members who are directly involved in gifted instruction, attendance at one or both of these PD opportunities is mandatory.

Planned Sources of Evidence:
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- Professional Development Attendance Logs

Ideas for Strengthening:

NCCA will continue to expand its professional development offerings by increasing awareness, adapting syllabi to meet emerging needs, and developing resources and tools to enable teachers to implement strategies in the virtual environment.

Other Comments:

Practice D
Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA□s professional development requirements for that position.

District Response:
Rationale:

In order for gifted students to receive the highest possible level of support, NCCA will ensure that teachers and staff responsible for the direct instruction of AIG students will participate and complete GT PD requirements.

Goals:

All teachers and staff with direct instruction responsibilities will attend GT professional development sessions and will actively participate in the GT learning community.

Description:

NCCA offers two professional development tracks regarding gifted education. All teachers and staff with direct instruction responsibilities are directed to attend one or both of these offerings. Through these sessions, teachers are provided with the strategies and resources necessary for effective and informed instruction of AIG students.

Planned Sources of Evidence:
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- Professional Development Attendance Logs

Other Comments:

Practice E
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response:
Rationale:

NCCA will continue to adapt its professional development offerings to align with the needs of its AIG students and to incorporate the latest research in the field of gifted education.

Goals:

NCCA Professional Development will directly address gifted education standards as provided by the National Association for Gifted Children.

Description:

NCCA gifted education professional development is designed to inform all staff on the needs of the gifted child and to provide corresponding instructional strategies that support these needs. Gifted education is a constantly evolving discipline and as such, these professional development sessions are informed by the latest research and are designed to align with standards and guidelines as provided by the National Association for Gifted Children.

Planned Sources of Evidence:
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- NAGC Program Standards

Other Comments:

Practice F
Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response:
Rationale:

NCCA, in an effort to increase the effectiveness of its teachers and staff, provides ample opportunity for collaboration amongst staff involved in gifted education on both a local and national level.

Goals:

NCCA will continue to facilitate active collaboration amongst its gifted staff and will support the development of a vibrant community focused on providing top class instruction to all students.

Description:

NCCA encourages active collaboration amongst its entire staff. With regards to AIG programming, teachers and staff have the opportunity to collaborate directly on a daily basis through discussion forums, planning meetings, and resource collaborations. Similarly, NCCA staff is united with the larger Connections Education support network in sharing strategies, resources, and research to better inform gifted education practices.

Planned Sources of Evidence:
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- Connections Gifted Education Message Boards
- Connexus

Other Comments:

Ideas for Strengthen the Standard: NCCA will extend financial support to select staff to pursue GT coursework for AIG certification and licensure.

NCCA will continue to expand its professional development offerings by increasing awareness, adapting syllabi to meet emerging needs, and developing resources and tools to enable teachers to implement strategies in the virtual environment.

Sources of Evidence: - NCCA Professional Development Plan
- Connexus
- HR Documentation
- Teacher Logs
- Student Logs
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- Professional Development Attendance Logs
- NAGC Program Standards
- Connections Gifted Education Message Boards

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A
Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response:
Rationale:

NCCA acknowledges the multi-faceted nature of the gifted student and as such, provides a comprehensive program that addresses both the affective and academic needs of the gifted student.

Goals:

NCCA will implement the AIG program with fidelity and will continue to revise and improve upon current practices that address the emerging needs of its gifted population.

Description:

NCCA implements the comprehensive Connections Academy gifted education program. In addition to providing students in grades 3-8 with specialized AIG courses in math, science, and language arts, and the Honors and AP programs at the high school level, NCCA supports all teachers in implementing gifted education strategies in the general education setting. Through the provision of two professional development tracks on gifted education, along with resources hosted on the Virtual Library, all staff are empowered to differentiate instruction to meet the needs of their gifted students.

Planned Sources of Evidence:
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- GT Math Courses (3-8)
- GT Science Courses (3-8)
- GT Language Arts Courses (3-8)
- GT Literature Study Courses (3-8)
- Connexus
- Connexus Virtual Library

Other Comments:

Practice B
Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response:
Rationale:

In order to support effective use of services, NCCA uses data to determine resource allocation and to ensure all gifted students receive the services that they require.

Goals:

NCCA will ensure programming and services align with AIG program goals and that all resources are allocated purposefully and efficiently.

Description:

NCCA utilizes Connexus to track and identify the needs of its student population. Using this data driven approach, resources are allocated to meet the needs of every gifted student. Similarly, allocation decisions are made within context of AIG programming goals and state guidelines. All allocation decisions are reviewed regularly by administration to assess efficacy.

Planned Sources of Evidence:
- Connexus
- Gifted Report

Other Comments:

Practice C
Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

District Response:
Rationale:

As gifted students are serviced in both the general education and gifted settings, NCCA integrates resources across all of its instructional practices in order to ensure consistency and uniformity in policy and practice.

Goals:

NCCA's AIG program will serve as an integral and interconnected part of the overall instructional program through clear messaging and collaboration across all sectors.

Description:

By merit of its unique virtual setting, NCCA benefits from a unified approach to course and instructional design. Teachers and staff working in gifted education have direct access to general education resources and similarly, teachers and staff working in the general education settings have access to gifted education resources. This integrated approach to resource allocation and collaboration ensures consistency of messaging and the alignment of AIG programming to the school's policy and practice.

Planned Sources of Evidence:
- Connexus
- Connexus Virtual Library
- Message Boards
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus

Other Comments:

Practice D
Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response:
Rationale:

In order to ensure gifted students are supported across the entirety of NCCA, all staff are informed on the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Goals:

NCCA will implement a unified approach and utilize Connexus resources to ensure all staff are fully informed with regards to AIG services and programs.

Description:

NCCA acknowledges the importance of a unified approach towards gifted education amongst all staff. As such, all information and resources related to AIG instruction and regulation are hosted and visible to all staff through Connexus. Similarly, NCCA administration communicates to staff the expectations regarding AIG services and provides clear guidelines for implementation of differentiation strategies across all settings. The local AIG plan is hosted through Connexus and is readily available to all stakeholders.

Planned Sources of Evidence:

- Connexus Virtual Library
- Connexus
- AIG Plan
- NCCA Communications Plan

Other Comments:

Practice E
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response:
Rationale:

NCCA acknowledges the importance of supporting gifted students across the entire spectrum and as such, provides a comprehensive and unified approach that involves all stakeholders and ensures successful transitions between grades and placements.

Goals:

NCCA will provide a unified approach that involves all stakeholders and ensures continuation of services across key transition points.

Description:

NCCA, in recognition of the importance of clear communication in the servicing of gifted students, provides information to all stakeholders in order to ensure successful transition between placements. Teachers and staff collaborate through the sharing of resources and strategies through Connexus and have access to logs and student information that help inform instructional decisions and ensure continuity of services. Furthermore, student DEPs serve as unifying documents that ensure documentation and tracking of services.

Planned Sources of Evidence:
- Connexus
- DEPs
- Student Logs
- Message Boards
- LiveLesson Session Recordings
- Webmail Communications

Other Comments:

Practice F
Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of
AIG students.

District Response:
Rationale:

NCCA recognizes the importance of servicing gifted students across both the academic and affective domains. As such, NCCA provides teachers and staff with resources and strategies on both academic and affective support in the virtual environment.

Goals:

NCCA provide services that address both the academic and affective needs of the gifted student.

Description:

NCCA provides all staff access to resources that inform on the affective needs of the gifted child, including but not limited to, professional development sessions, Virtual Library resources, and collaborative sessions. Along with this mission of informing staff on affective characteristics, gifted courses are crafted in a way that supports the healthy development of these characteristics. In particular, GT Literature Study courses incorporate the study of literature that pertains to affective needs and provides the space to discuss students' experiences and to find solutions through the reading of rigorous literature.

Planned Sources of Evidence:
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- GT Course Syllabi
- Connexus Virtual Library

Other Comments:

Practice G
Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response:
Rationale:

NCCA, in recognition of the fact that gifted students benefit from access to differentiated approaches

to curriculum, offers opportunity for acceleration, compacted content, subject and/or grade acceleration.

Goals:

NCCA will continue to implement the AIG program with fidelity, including opportunities for acceleration, access to compacted content, and subject and/or grade acceleration.

Description:

As a direct benefit of its virtual approach to education, NCCA offers flexible approaches to gifted education. Gifted students have access to compacted curriculum in both math and language arts through grades 3-8. These compacted courses allow for acceleration of content, as well as enrichment of the subjects. For example, GT Language Arts, due to its compacted nature, allows for the inclusion of GT Literature Study. In addition to these unique GT courses, students are also afforded the ability for both subject and/or grade acceleration. Due to the flexible nature of virtual education, students at NCCA benefit from the removal of barriers to acceleration.

Planned Sources of Evidence:
- Connexus
- Student Logs
- Course Catalog

Other Comments:

Practice H
Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:
Rationale:

The field of gifted education is often characterize by barriers to entry, which limit the identification of students and often result in the under-identification of gifted students in select populations. As such, NCCA implements a personalized placement process and uses data driven practices to identify and remedy instances of under-identification.

Goals:

NCCA will utilize a data-driven approach to identify and remedy instances of under-identification.

Description:

NCCA utilizes a flexible identification process with multiple gateways in order to proactively account

for under-represented AIG populations. In addition to this approach, data is tracked through Connexus to help identify cases of under-identification and inform decisions regarding the identification process. In addition, all staff are informed of the risk of under-identification through school communications, gifted education professional development opportunities, and resources hosted on the Virtual Library.

Planned Sources of Evidence:
- Connexus
- Gifted Data Report
- Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- LEAP testing results
- Scantron test results
- LiveLesson Session recordings

Other Comments:

Practice I
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response:
Rationale:

Gifted students often require programs and opportunities that extend beyond the classroom. NCCA, in acknowledgment of this needs, provides gifted students with access to Clubs and Activities and the Talent Networks.

Goals:

Gifted students at NCCA will actively participate in both Clubs and Activities and the Talent Networks.

Description:

Gifted students are often characterized by needs that transcend the confines of the classroom. NCCA recognizes this need and thus provides access to various Clubs and Activities, along with access to the Talent Networks. The Talent Networks are unique collaborative communities designed for students in grades 6-12 to support giftedness in STEM, the Fine Arts, and Sports. Through these networks, students explore what it means to gifted and how to further develop their talents. Furthermore, these networks develop student interest in other fields through collaborative events facilitated by the networks.

Planned Sources of Evidence:
- Talent Networks LiveLesson Recordings

- Talent Network Message Boards
- Clubs and Activities

Other Comments:

Practice J
Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response:
Rationale:

In order to have their needs fully met, gifted students require a flexible and adaptive school structure. NCCA utilizes its virtual foundation to provide an academic structure that is individualized to meet the needs of every student.

Goals:

NCCA will continue to provide flexible scheduling and placement in order to meet the needs of every gifted student.

Description:

NCCA, deeply rooted in its virtual structure, provides each student with customized placement that ensures they are provided with courses that align with their ability. Students are not constrained by traditional brick and mortar limitations, and are thus able to take courses at various instructional levels.

Planned Sources of Evidence:
- Student Logs
- Connexus
- Course Syllabi
- Student Schedules

Other Comments:

Ideas for Strengthen the Standard: NCCA will continue to implement updated gifted education curriculum, which is regularly revised and updated as part of Connections Education's curriculum review cycle.

NCCA will expand access and promotion of gifted education professional development opportunities to all stakeholders.

NCCA will improve student transitions through improved training surrounding the student management system Connexus.

Sources of Evidence: - Introduction to Gifted Education Syllabus
- Topics in Gifted Education Syllabus
- GT Math Courses (3-8)
- GT Science Courses (3-8)
- GT Language Arts Courses (3-8)
- GT Literature Study Courses (3-8)
- Connexus
- Connexus Virtual Library
- NCCA Communications Plan
- DEPs
- Message Boards
- LiveLesson Session Recordings
- Webmail Communications
- GT Course Syllabi
- Student Logs
- Course Catalog
- Gifted Data Report
- LEAP testing results
- Scantron test results
- LiveLesson Session recordings
- Talent Networks LiveLesson Recordings
- Talent Network Message Boards
- Clubs and Activities
- Student Logs
- Student Schedules

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

☐ academic and intellectual

☐ social and emotional.

District Response:

Rationale:

In order to support the needs of gifted students, NCCA recognizes that partnerships with all stakeholders are essential to the overall process. As such, NCCA actively fosters relationships and partnerships with parents/families and the community at large.

Goals:

NCCA will continue to engage all stakeholders in the gifted education process through meaningful and impactful programming that develops partnerships and relationships with and amongst parents/families and the community at large.

Description:

NCCA works directly with parents and families to generate supportive environments for gifted students. Through community events, LiveLesson sessions specifically designed for Learning Coaches, and frequent communication with families, NCCA fosters the development of a healthy and vibrant gifted education community.

Planned Sources of Evidence:
- Learning Coach Event Schedule
- Learning Coach LL Session Records
- Records of Gifted Education Programming communications

Other Comments:

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response:
Rationale:

NCCA recognizes that communication is an essential part of effective gifted education programming and thus employees clear lines of communication with all stakeholders.

Goals:

NCCA will maintain open lines of communication with all stakeholders regarding the AIG program, including changes to the plan, local AIG programming opportunities, and general information.

Description:

NCCA ensures all stakeholders are fully aware and informed regarding AIG programming through frequent communications. Primary methods of communication include Learning Coach Link, school newsletters, individual communications, and periodic reports regarding AIG programming.

Planned Sources of Evidence:
- Learning Coach Link Newsletter
- School Newsletter
- Record of LC Contact
- AIG Reports
- Learning Coach Information LiveLesson Sessions
- "Coffee and Connections" events

Other Comments:

Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response:
Rationale:

NCCA involves community members, AIG parents and families, AIG teachers and staff in the development, implementation and monitoring of the local AIG program in order to ensure successful program implementation and development.

Goals:

NCCA will continue to involve community members, AIG parents and families, AIG teachers and staff

in the development, implementation and monitoring of the local AIG program.

Description:

NCCA draws upon the resources of all stakeholders in order to ensure its AIG program successfully meets the needs of all gifted students. Through an advisory group comprising the AIG Lead, Connections Education support staff, board members, teachers, and parents/families, NCCA ensures all stakeholders contribute to the development and implementation of the AIG plan.

Planned Sources of Evidence:
- AIG Meeting Minutes
- Connexus

Other Comments:

Practice D
Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response:
Rationale:

In order for stakeholders to be fully vested in the gifted education program, all communications provided by NCCA regarding AIG programming are delivered in the parents/families native language.

Goals:

NCCA will ensure all AIG communications are provided to parents/families in their native language.

Description:

NCCA, in acknowledgment of the importance of open communication, provides all AIG communications in a parents/families native language and when possible, ensures resources abide by accessibility guidelines.

Planned Sources of Evidence:
- Records of AIG document translations
- NCCA Accessibility Guidelines

Other Comments:

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response:
Rationale:

NCCA, in recognition of the importance of partnership in gifted education, seeks to work with institutions of higher education, local business and industry and local stakeholders in order to garner support for AIG programming.

Goals:

NCCA will continue to improve upon and establish partnerships with institutions of higher education, local business and industry, and other stakeholders in order to enhance and gain support for AIG programs and services.

Description:

NCCA recognizes the importance of developing rich partnerships with AIG stakeholders. As such, NCCA will continue its partnership with the Duke TIP program, which provides NCCA students with opportunities to explore their giftedness through extracurricular experiences both during the school year and summer. In addition, NCCA has instituted both the National Junior Honor Society and National Honor Society, which promote academic excellence amongst AIG students. NCCA will also continue to support the work of the National Carolina Association for Gifted and Talented and will continue to work to connect staff and community resources to resources and events of the NCAGT.

Planned Sources of Evidence:
- Duke TIP Communications
- National Honor Society Charter
- National Junior Honor Society Charter
- Records of participation at NCAGT events

Other Comments:

Ideas for Strengthen the Standard: NCCA will continue to update and revise information postings regarding gifted education offerings.

NCCA will continue to develop relationships with the local community in support of virtual gifted education programming.

Sources of Evidence: - Duke TIP Communications
- National Honor Society Charter
- National Junior Honor Society Charter
- Records of participation at NCAGT events
- Records of AIG document translations

- NCCA Accessibility Guidelines
- AIG Meeting Minutes
- Connexus
- Learning Coach Link Newsletter
- School Newsletter
- Record of LC Contact
- AIG Reports
- Learning Coach Information LiveLesson Sessions
- "Coffee and Connections" events
- Learning Coach Event Schedule
- Records of Gifted Education Programming communications

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. ☐ 115C-150.5-.8 [Article 9B]), which has been approved by the LEA☐s school board and sent to SBE/DPI for review and comment.

District Response:

Rationale:

NCCA recognizes the importance of a unified AIG program and the central role of the AIG plan in this vision. As such, NCCA has communicated the AIG plan to both its school board and the DPI.

Goals:

NCCA will continue to implement its written AIG plan, which has been developed in accordance with state legislation and SBE policy and communicated to both the school board and DPI.

Description:

NCCA's AIG plan is designed in accordance with state legislation and SBE policy. In addition, it has been sent and communicated to both the school board and the DPI.

Planned Sources of Evidence:
- AGI Plan
- Record of Submission

Other Comments:

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response:

Rationale:

NCCA monitors and revises its AIG plan in accordance with current state policies in order to ensure proper services are being delivered to all of its gifted students.

Goals:

NCCA will continue to monitor and revise its AIG plan in accordance with current legislation and state policies.

Description:

NCCA's AIG plan is a living document and as such, is subject to revision in response to changes in legislation and state policies. The NCCA Gifted Lead actively monitors implementation of the plan, and communicates to all stakeholders when a change is necessary. This change is then implemented in a timely manner in order to ensure AIG program compliance and fidelity of implementation.

Planned Sources of Evidence:
- AIG Plan
- Gifted Lead Roles and Responsibilities

Other Comments:

Practice C
Uses and monitors state funds allotted for the local AIG program according to state policy.

District Response:
Rationale:

NCCA monitors the use of state funds in accordance to state policy in recognition that fund allocation has a direct impact on programming effectiveness.

Goals:

NCCA will continue to use and monitor state funds for local AIG programming in accordance with state policy.

Description:

NCCA will actively monitor its use of state funds for local AIG programming and ensure fidelity in its implementation.

Planned Sources of Evidence:
- AIG Plan
- School Budget

Other Comments:

Practice D
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response:
Rationale:

In order to ensure proper program implementation and growth, NCCA compiles and maintains data regarding its AIG students.

Goals:

NCCA will continue to track AIG student performance and participation and to communicate its findings to stakeholders.

Description:

NCCA tracks AIG student performance and participation through Connexus. Longitudinal reports on student performance, participation, and achievement are available to permissioned stakeholders through Connexus. Major program developments and findings are communicated to the community at large.

Planned Sources of Evidence:
- Connexus
- Gifted Report Data View
- EOG Reports
- EOC Reports

Other Comments:

Practice E
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:
Rationale:

In an attempt to better service underrepresented populations, NCCA tracks data regarding culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional students.

Goals:

NCCA will continue to utilize available data to better serve underrepresented AIG populations.

Description:

Through Connexus, NCCA tracks data concerning underrepresented AIG populations. This data is made available and analyzed through reports compiled through the Connexus system. These reports inform future implementation of AIG programming and critical findings from these reports are communicated to stakeholders on a timely basis.

Planned Sources of Evidence:
- Connexus
- Gifted Report Data View

Other Comments:

Practice F
Maintains current data regarding the credentials of personnel serving AIG students.

District Response:
Rationale:

NCCA maintains current data regarding the credentials of all personnel serving students.

Goals:
NCCA will continue to maintain current data regarding the credentials of all personnel serving AIG students.

Description:

In compliance with state and local guidelines, and to ensure optimal programming for all students, NCCA tracks current data regarding the credentials of all personnel serving AIG students.

Planned Sources of Evidence:
- HR Documentation
- Connexus
- NCDPI Power School Database

Other Comments:

Practice G

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

District Response:
Rationale:

NCCA, in order to ensure its services meet the needs of all stakeholders, elicits frequent and relevant feedback from students, parents/families, teachers, and other stakeholders regarding local AIG implementation.

Goals:

NCCA will continue to elicit frequent feedback from all stakeholders to inform AIG programming implementation.

Description:

NCCA provides multiple avenues for the solicitation of feedback from stakeholders. Through the star track rating system, Learning Coach and student surveys, and frequent discussion and collaboration with teachers, NCCA maintains a comprehensive understanding of AIG program implementation and effectiveness.

Planned Sources of Evidence:
- GT Course star track ratings
- Learning Coach survey
- Student survey
- Student Logs

Other Comments:

Practice H
Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response:
Rationale:

NCCA, in order to develop meaningful and effective programing solutions, employs a comprehensive data driven approach to program review and revision.

Goals:

NCCA will continue to employ a data driven approach towards AIG program development.

Description:

NCCA utilizes multiple data measures in program evaluation, including but not limited to, student academic performance, student placement data, course feedback, teacher feedback, and feedback from parents/families. Through Connexus, program administrators have direct access to comprehensive data that provides an accurate and reliable view of program implementation and helps inform planning during designated periods of program evaluation.

Planned Sources of Evidence:
- GT Course star track ratings
- Learning Coach survey
- Student survey
- Student Logs
- Gifted Report Data View

Other Comments:

Practice I
Disseminates all data from evaluation of the local AIG program to the public.

District Response:
Rationale:

In order to ensure proper program implementation, NCCA recognizes the importance of disseminating information regarding its programs to all stakeholders. As such, data from evaluation of the AIG program is provided to the public.

Goals:

NCCA will continue to communicate openly with community members regarding its findings from periodic evaluations of its AIG program.

Description:

During periodic evaluations of its AIG program, NCCA will create and provide a summary of its findings to the public so as to ensure all stakeholders are fully informed and vested in the program's growth and development. In addition, the AIG plan and its subsequent will be hosted on both the Virtual Library and NCCA's Sharepoint page.

Planned Sources of Evidence:
- GT Course star track ratings
- Learning Coach survey
- Student survey
- Student Logs
- Gifted Report Data View

Other Comments:

Practice J
Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement,reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response:
Rationale:

NCCA abides by federal, state, and local regulations concerning the rights of all AIG students and their families.

Goals:

NCCA will continue to abide by federal, state, and local regulations concerning the rights of all AIG students and their families.

Description:

NCCA abides by federal, state, and local regulations concerning the rights of all AIG students and their families. NCCA communicates to parents/families regarding identification and placement, reassessment procedures, and procedures for resolving disagreement. This information is provided through the placement process and informed consent is sought for these policies. These processes are listed and documented in the NCCA LEA plan.

Planned Sources of Evidence:
- Connexus
- Student Information Form
- Letter of Consent
- DEP
- NCCA LEA plan

Other Comments:

Ideas for Strengthen the Standard: NCCA will continue to track AIG program performance through Connexus and will analyze this data to determine AIG plan efficacy.

NCCA will continue to implement student PII safeguards to ensure all data collection efforts continue to safeguard the rights of all AIG students and their parents and families.

Sources of Evidence: - Connexus
- Student Information Form
- Letter of Consent
- DEP
- NCCA LEA plan
- Learning Coach survey
- Gifted Report Data View
- GT Course star track ratings
- Learning Coach survey
- Student Logs
- Gifted Report Data View
- Learning Coach survey
- Student survey
- HR Documentation
- NCDPI Power School Database
- Gifted Report Data View
- EOG Reports
- EOC Reports
- School Budget
- AIG Plan
- Gifted Lead Roles and Responsibilities
- Record of Submission

Glossary (optional):

Appendix (optional):
 NCCA-Board-Minutes-160128-Approved.pdf *(Local Board Approval Document)*
 NCCA AIG Plan .pdf *(Other Forms)*